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ABSTRACT

A study developed a valid and reliable instrument to measure learner empowerment and tested a model in which learner empowerment was caused by teacher communication behaviors and students' self-esteem. The model tested hypothesized teacher communication behaviors (relevance, verbal immediacy, and nonverbal immediacy) and student self-esteem as causal variables, feelings of empowerment as an intervening variable, and learning as an outcome variable. Subjects, 470 undergraduate students from a mid-sized midwestern university, were administered the survey instrument which asked them to report on the teacher they had immediately before their communication class. Participants reported on 309 male instructors and 160 female instructors in 41 different departments representing all five colleges of the university. Three dimensions of empowerment were identified through factor analysis. Verbal and nonverbal immediacy, relevance, and self-esteem were positively associated with empowerment and path analysis supported the hypothesized model. (Contains 50 references, 2 notes, 2 tables and 3 figures of data.) (Author/RS)

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DEVELOPMENT AND TESTING OF THE LEARNER EMPOWERMENT INSTRUMENT IN A COMMUNICATION BASED MODEL[1]

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ABSTRACT

The purpose of this study was twofold: [1] to develop a valid and reliable instrument to measure learner empowerment; and [2] to test a model that hypothesized teacher communication behaviors (relevance, verbal immediacy, and nonverbal immediacy) and student self-esteem as causal variables, feelings of empowerment as an intervening variable, and learning as an outcome variable. Three dimensions of empowerment were identified through factor analysis. Verbal and nonverbal immediacy, relevance, and self-esteem were positively associated with empowerment and path analysis supported the hypothesized model.

Education leaders are realizing that if universities are to meet the societal needs of the twenty-first century they must be transformed. The image of passive students that seem more interested in grades than in learning is all too vivid for many teachers. Yet, except for good grades, there are few extrinsic rewards available that students find meaningful. The challenge for teachers is to figure out how to manage the classroom environment so that students are intrinsically motivated to learn and empowered to perform high quality work. Education can benefit from paradigms that have demonstrated success in the business context (Luechauer & Shulman, 1992a,b).

Numerous business leaders and corporate organizations have already begun the reinvention of their managerial processes. Many of the factors contributing to this needed paradigm shift in how corporate organizations are managed, also apply to higher education (Hubbard, 1993). For example, many students voice the same concerns raised by apathetic employees in industry. This organizational parallel is illustrated by Macher (1988) who found that most employees love their profession or trade but hate their jobs and Shulman and Luechauer (1993) who found that students love their majors but hate their classes. These feelings are not congruent with the precepts of the "total quality management" or "learning organization" paradigms being espoused and practiced by many organizational theorists and practitioners (Deming, 1982; Senge, 1991). Contemporary paradigms emphasize the need for empowered organizational members that continuously learn how to

improve performance and adapt to ubiquitous changes in the environment. The enabling feelings of empowerment are valued by many successful corporate organizations. The perceptions of empowerment are determined by relational communication variables (Block, 1987; Luechauer & Shulman, 1993). We believe that students who experience empowerment will be better prepared for the learning requirements that they will face in contemporary classrooms and twenty-first century organizations.

Students report increased interest in classroom learning when: (a) they receive attention and support from teachers; (b) the course work is perceived to be relevant to their present or future situations; (c) there are opportunities to participate in class; and, (d) there is an environment that emphasizes learning rather than grading (Shulman & Luechauer, 1993; Luechauer & Shulman, in press). Consequently, teachers lamenting that students today are not motivated may really be admitting that they do not know how to create an environment where students feel empowered (intrinsically motivated) to learn (Frymier & Shulman, 1994).

The purpose of this study was twofold: [a] to develop a valid and reliable instrument to measure learner empowerment; and [b] to test a model of the relationships among teacher communication behaviors, student self-esteem, feelings of empowerment, and learning. The model tested hypothesized relevance, verbal immediacy, nonverbal immediacy, and self-esteem as exogenous variables, empowerment as an mediating variable, and learning as an endogenous variable.

RELATED RESEARCH

Empowerment

The philosophy and practice of empowerment was popularized by the seminal work of Block (1987) who discussed it primarily in terms of the manager-employee relationship. Empowerment has more succinctly been conceptually defined as the process of creating intrinsic task motivation by providing an environment and tasks which increase one's feeling of self-efficacy and energy (Thomas & Velthouse, 1990; Conger & Kanungo, 1988). Because of this motivational base, we believe as does Glasser (1990), that the empowerment concept is as equally applicable to the teacher-student relationship as it is to the manager-employee relationship.

Shulman, McCormack, Luechauer and Shulman (1993) suggest that the role of empowering faculty is to create conditions that sustain student commitment to producing high quality work. Communication is important to creating a shared vision for the empowerment relationship. In the classroom empowering faculty strive to identify and remove factors that promote feelings of powerlessness in their students. In doing so, they replace them with structural systems and messages that foster student feelings of responsibility, personal meaningfulness, ownership, self-efficacy, and intrinsic motivation to learn. Unfortunately, despite wide usage of the concept, an empirically derived operational definition of learner empowerment is not available (Luechauer & Shulman,

1993; Luechauer, Shelton, & Shulman, 1994, 1993) and thus a goal of this study.

Empowering faculty strive to create a learning environment where the desire to learn comes from factors inside (intrinsic) rather than rewards outside (extrinsic) of the student (Shulman & Luechauer, 1993; Luechauer & Shulman, 1993, in press; Shulman, Luechauer & Shulman, in press). Thomas and Velthouse (1990) developed a conceptual model that outlined four dimensions of job or task empowerment: meaningfulness, competence, impact and choice. Perceptions related to these state (versus trait) dimensions of empowerment are determined by communication variables. In this conceptualization, empowerment provides a label for a non-traditional paradigm of motivation. Our research seeks to build on these *a priori* dimensions in constructing an operational definition and ultimately a valid and reliable measurement of empowerment in the teaching-learning context.

Meaningfulness considers the value of a task in relation to one's own beliefs, ideals and standards. The stronger a task fits into an individual's or group's value system, the more conviction will be brought to bear in accomplishing it. If the work is not meaningful now or deemed to be useful later, students will not be motivated to generate high quality work (Glasser, 1990). Competence means that the person feels qualified and capable to perform the necessary activities to achieve the goal. The feelings of empowerment are lessened when individuals lack self-confidence in their skills and feel intimidated by the task or goal. Empowering

faculty accept McClelland's (1975) admonition that "... if [teachers] want to have far-reaching influence, they must make their [students] feel powerful and able to accomplish things on their own" (p. 263). Impact means that the accomplishment of a task is perceived to make a difference in the scheme of things. The more impact one believes he or she has, the more internal motivation he or she should feel. This conceptualization is derived from work in the areas of locus of control (Rotter, 1966) and learned helplessness (Abramson, Seligman & Teasdale, 1978). Choice refers to the degree to which persons self-determine their task goals or methods for accomplishing them. This model predicts that greater choice contributes to feelings of increased empowerment (Thomas & Velthouse, 1990).

Conger and Kanungo (1988) believe that the empowerment concept provides a useful holistic sense of personal effectiveness in organizations. We argue that the classroom system can be viewed as an organization and that the empowerment concept is as important to the teaching-learning process as it is to the functioning of other organizational processes. Moreover, empowerment has implications for both the teacher and students.

Relevance

Personal relevance is a concept that has been associated with information processing for a number of years in social psychology. Personal relevance has been defined as, "the extent to which making a judgment has significant consequences for the self" (Sanbonmatsu, Shavitt, & Sherman, 1991, p.125). Within

instructional design, relevance has been defined as a student perception of whether the course instruction/content satisfies personal needs, personal goals, and/or career goals (Keller, 1983). Whether or not a student perceives a particular content area to be relevant is probably based, at least in part, on their previous experiences and existing knowledge. How content is presented is also likely to determine if it is perceived as relevant or irrelevant. Weaver and Cottrell (1988) suggest relating content to students' goals, values, and behaviors in order to increase relevance. Sass (1989) suggests making content relevant through explicit explanations and examples that demonstrate the relevance of the content to career goals and experiences. Keller (1987a) suggests matching the content with students' goals and motives, and by making the content familiar. Since people tend to be more comfortable with familiar things and ideas, connecting the content to familiar experiences/ideas will increase the relevance of the content (Keller, 1987a). Shulman and Luechauer (1993) further recommend that instructors involve students in course design in order to bring their goals into mutual alignment. This interactive approach helps increase the relevance of the course for students.

Making content relevant for students is a factor that has been identified as being important for increasing motivation in the classroom (Frymier & Shulman, in press; Keller, 1979, 1983, 1987b; Newby, 1991, Sass, 1989; Weaver & Cottrell, 1988). A goal of the present study was to investigate the impact of relevance on the motivation related concept of empowerment. We expected

relevance to be associated with empowerment because empowerment has been conceptualized as having a motivational component. We proposed the following hypothesis.

H1: Perceived relevance will be positively associated with student reports of empowerment.

Immediacy

Immediacy was conceptualized by Mehrabian (1971) as behaviors that signaled approach. Mehrabian proposed that human beings are drawn to things they like and find desirable. However, it is not always possible or practical to physically move closer to people we like, so we communicate this desire for closeness through immediacy. A more concise definition describes immediacy as perceptions of physical and/or psychological closeness (Richmond, Gorham, & McCroskey, 1987). Nonverbal immediacy behaviors include things such as eye contact, smiling, moving close to students, using vocal variety, and using positive gestures. Verbal immediacy includes such behaviors as calling students by name, using personal examples, using humor, asking for students' opinions, and having conversations with students outside of class.

The use of nonverbal immediacy behaviors (Richmond, et al., 1987) and verbal immediacy behaviors (Gorham, 1988) by teachers have been found to have a positive impact on students. Specifically, immediacy has been associated with increases in affective learning (Andersen, 1979), perceived cognitive learning (Gorham, 1988; Richmond, et al., 1987), recall of information

(Kelley & Gorham, 1988), and motivation (Christophel, 1990; Frymier, 1994, 1993; Richmond, 1990).

In the present study we expect teachers' verbal and nonverbal immediacy to be positively associated with student empowerment. Empowerment is a motivation based concept, and based on previous research, we expect immediacy to enhance students' feelings of empowerment. Therefore we put forth the following hypothesis.

> H2: Verbal and nonverbal immediacy will be positively associated with students' reported empowerment.

Self-Esteem

Self-esteem has been defined as the "evaluative component of the self-concept" (Chiu, 1988, p. 298) and as "an expression of approval or disapproval, indicating the extent to which a person believes himself or herself competent, successful, significant and worthy" (Coopersmith, 1981, p. 1). Self-esteem is a psychological component that is positively related to academic achievement and motivation (Liu, Kaplan, & Risser, 1992).

We expected self-esteem to be associated with empowerment since it is a motivation related concept. Students' self-esteem is a factor that college instructors can have little if any impact on in the course of a semester, although it is a factor that will influence the student-teacher relationship. Empowerment has been conceptualized as an internal state that can be influenced by teacher communication behaviors. We also recognize that

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individual student factors will affect the state of empowerment. We expect students' self-esteem to be unrelated to teacher behaviors such as immediacy and relevance. Self-esteem, however, is expected to be associated with empowerment. We proposed the following hypothesis.

H3: Students' self-esteem will be positively associated with student reports of empowerment.

In summary, we placed the concept of learner empowerment in an intrinsic motivation paradigm. Although the other variables discussed have been related to varied conceptualizations of motivation, they have not been empirically linked to empowerment. Extending the three hypothesized relationships above, we believe that learner empowerment is *caused* by teacher behaviors (immediacy and relevance) and student characteristics (self-esteem). Furthermore, we hypothesize that a positive functional relationship exists between empowerment and learning. Based on these expectations the causal model shown if Figure 1 has been proposed. For present purposes our primary focus is on the relationship between teacher communication behaviors and empowerment.

Insert Figure 1 about here

METHOD

Participants

Participants in this study consisted of 470 undergraduate students (214 males and 255 females, 1 unidentified) from a mid-sized Midwestern university. A majority of the participants were sophomores (56%), with 19% freshmen, 11% juniors, and 14% seniors. Participants were asked to report on the teacher they had immediately before their communication class. This methodology allowed for a variety of teachers and content areas to be represented in the sample. Participants reported on 309 male instructors and 160 female instructors in 41 different departments representing all five colleges at the university. Participants were enrolled in one of two basic communication courses and received credit toward a research requirement for participating in the study.

Measures

Empowerment. No empirically derived instrument for the teaching-learning context was available. Therefore, learner empowerment was operationalized by adapting scales created for corporate settings (Schultz & Shulman, 1993; Shulman, Douglas, & Schultz, 1993) that were based on Thomas and Velthouse's (1990) conceptualization. Thomas and Velthouse (1990) conceptualized corporate empowerment as consisting of impact, choice, competence, and meaningfulness. Although the Schultz and Shulman (1993) scale was developed for industry, they tested a preliminary version in the classroom. The scale consists of 30 Likert-type items and

utilized a zero (Never) to four (Very Often) format. See Figure 2 for the empowerment items.

Insert Figure 2 about here

In this study the empowerment scale was conceptualized as a multidimensional scale with the resulting factors being correlated. Responses to the empowerment scale were submitted to principal factor analysis with iteration prior to factor extraction and rotation. Promax oblique rotation was selected to determine the factor structure due to the assumption that factors representing empowerment would be correlated. Criteria for factor extraction were: a) Eigenvalue ≥ 1.00; b) examination of Scree plot for the number of factors; c) loadings at ≥ .50 with at least two items loading at ≥ .60 on each factor; and d) each factor accounting for at least 5% of the variance.

Immediacy. Verbal immediacy was measured with the Verbal Immediacy Scale (Gorham, 1988), which consists of 20 items. Nonverbal immediacy was measured with the Nonverbal Immediacy Scale, which consists of 14 items (Richmond, et al. 1987). Participants were asked to indicate the frequency in which their teachers performed each immediacy behavior (on both verbal and nonverbal scales) using a Likert-type scale from zero (Never) to four (Very Often). Previous use of the immediacy scales have resulted in reliabilities ranging from .80-.89 (Christophel, 1990;

Frymier, 1993). In the present study, verbal immediacy had an alpha reliability of .87, a M = 41.88, and a SD =11.07. Nonverbal immediacy has an alpha reliability of .82, a M = 38.30, and a SD = 7.60.

Relevance. Relevance was measured with twelve Likert-type items using a zero (Never) to four (Very Often) scale (Frymier & Shulman, in press). The relevance scale had an alpha reliability of .88, a M = 26.96, and a SD = 8.86.

Self-Esteem. Self-esteem was measured using Rosenberg's (1965) scale which consists of ten items using a Likert-type scale of one (Strongly Disagree) to five (Strongly Agree). The self-esteem scale had an alpha reliability of .87, a M = 39.64, and a SD = 5.87.

Learning. Learning was operationalized with six items used by Schultz and Shulman (1993) that were intended to tap students' perceptions of their learning and of their perceptions of the usefulness of the material.[2] A Likert-type scale of zero (Never) to four (Very Often) was used. The learning measure had an alpha reliability of .77, a M = 13.51, and a SD = 4.16.

RESULTS

Factor Analysis

The thirty empowerment items were submitted to factor analysis using the above stated criteria. Examination of the principal components analysis indicated a multifactor solution. MSA = .91 indicating sampling adequacy. Seven factors had an eigenvalue greater than one. Scree indicated a minimum of two factors and possibly four. A three factor solution was determined to

be the best fit. The first factor with eight items accounted for 31% of the variance, the second factor with six items accounted for 21% of the variance, and the third factor with four items accounted for 22% of the variance. Three of the four expected dimensions emerged. Choice did not emerge as a factor. See Table 1 for factor loadings. The first factor was labeled as Meaningfulness and was generally consistent with Thomas and Velthouse's (1990) conceptualization. The meaningfulness dimension had an alpha reliability of .89, a M = 16.70, and a SD = 6.94. The theoretical range was 0-32 and the obtained range was 1-32.

The second factor was labeled as Competence and was also consistent with Thomas and Velthouse's (1990) conceptualization. The competence dimension had an alpha reliability of .83, a M = 18.63, and a SD = 3.48. The theoretical range was 0-24 and the obtained range was 7-24.

The third factor was labeled as Impact and was consistent with Thomas and Velthouse's (1990) conceptualization. The impact dimension had an alpha reliability of .81, a M = 6.97, and a SD = 3.66. The theoretical range was 0-16 and the obtained range was 0-16.

Insert Table 1 about here

The three dimensions were positively correlated with one another indicating they were not independent dimensions. For some analyses meaningfulness, competence, and impact were summed to

create an overall empowerment measure. The alpha reliability of the overall empowerment measure was .90, with a M = 42.3, and a SD = 11.47. The overall empowerment scale had a theoretical range of 0-72 an obtained range of 9-70.

Validity

Hypothesis 1-3 proposed that teachers' efforts at making the content relevant and being immediate (verbally and nonverbally) and students' self-esteem would all be positively associated with student reports of empowerment. These hypotheses were tested using Pearson Product-Moment correlations. Examination of the correlations shown in Table 2 indicates that hypotheses one through three were supported. Students' reports of teachers' use of relevance strategies was positively associated with meaningfulness, competence, and impact (the three dimensions of empowerment). Both verbal and nonverbal immediacy were significantly and positively associated with meaningfulness, competence, and impact. Self-esteem was positively and significantly associated with meaningfulness and competence, but not impact. A moderate effect size between self-esteem and the dimensions of empowerment was expected based on Liu, et al.'s (1992) finding of r=.33 and .26 between self-esteem and motivation. Power analysis (Cohen & Cohen, 1983) indicated that power was greater than .995 for a sample of 400 and a population r=.30. Therefore there was sufficient power to reject the null hypothesis and we must conclude that self-esteem is not associated with impact. As expected, self-esteem was not associated with

verbal and nonverbal immediacy, nor was it associated with relevance.

Insert Table 2 about here

In order to test the causal model proposed above, path analysis was used. Path analysis separates the correlations among variables using standardized regression coefficients in a theory-generated model. Causation is inferred based on the path coefficients, theory, and logical arrangement of the variables (Cohen & Cohen, 1983; Kenny, 1979).

The overall empowerment scale was used in the path model in order to simplify the model. The correlations shown in Table 3 were corrected for attenuation due to measurement error and were used as the basis for the path analysis.

The path model proved to be a good fit with the data. The chi-square analysis revealed no significant difference between the model and the data, χ^2 (10, $\underline{N}$ = 470) = 10.98, $p > .05$. Errors in the model were small, along with the small squared error term, indicating that the model proposed was the best model. Inspection of the path coefficients, shown in Figure 3, revealed that the intervening empowerment variable was a significant predictor of learning.

Insert Figure 3 about here

DISCUSSION

Summary

Current paradigms of organizational behavior point to the effectiveness of empowerment in organizations. This paper was based on the premise that to survive in twenty-first century organizations (corporate, educational, governmental), students must become empowered learners. Moreover, teacher communication behaviors can contribute to managing a learning environment where the desire to learn comes from factors inside the student.

The dual goals of this research were achieved. Learner empowerment was reliably measured, and was used successfully to test a communication model with empowerment as a mediating variable. The three hypotheses leading up to the model were also supported. Relevance and immediacy (verbal and nonverbal) were significantly and positively associated with the three empirically derived dimensions of empowerment (meaningfulness, competence and impact). Self-esteem was significantly associated with meaningfulness and competence, but not with impact. The three dimensions of empowerment were significantly and positively associated with learning, the outcome variable.

Learner Empowerment Instrument

The factor analysis results were generally consistent with the conceptualization of Thomas and Velthouse (1990) and the empirical findings of Schultz and Shulman (1993). The major departure from expectations was the non-emergence of the choice

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dimension. On reflection, we believe that this can be explained by understanding the differences in the populations studied. The population of interest for Thomas and Velthouse (1990) and Schultz and Shulman (1993) was adults who held jobs in organizations. In contrast, this study focused on younger college aged students. Employees that hold jobs for some time might wish to exercise choice based on their previous training and experience. Students, on the other hand, might not value choice because they have not yet completed their training and typically do not have much experience, especially with non-major subject matter.

The differences between the populations also extends to the nature of their organizations. Most employees hold only one job at a time whereas students are typically enrolled in several different classes concurrently. In addition, most employee expect to stay on that job for a period considerably longer than the length of an academic semester. Thus there is more opportunity and consequently salience for employees to experience choice on the job. Finally, students have not typically been socialized in most classes to expect or exercise choice and thus the felt need to do so is minimal. Usually, student "job" requirements are immutably set forth in the syllabus which prescribes assignment specifications, grading criteria, and strict operational rules for the class.

Despite the impressiveness of these preliminary findings, further scale refinement could make the empowerment instrument even more powerful. Post hoc inspection of the empowerment items lead us to believe that it might be useful to explicitly distinguish

between teacher behaviors that are empowering and student feelings of being empowered. This new perspective breaks down the empowerment concept into two complementary components. A dual pronged approach to measuring empowerment would add greater utility, clarity and precision to the construct. Future research, therefore, might include a slight revision in the wording of the original items to make them more consistent with each other and with new additional items. One version of the instrument would be explicitly designed to tap learner feelings of being empowered while another would measure the perceived empowering behaviors of teachers. Comparing the degree of congruency between the two measures would provide interesting insights.

Instructional Communication Model

Overall, the hypothesized relationships among the variables in the model were confirmed and therefore, support validity claims of the learner empowerment instrument. Although the correlation between self-esteem and meaningfulness was significant at $p < .05$, it was small and only slightly larger than the correlation between self-esteem and impact. Students' self-esteem appears to influence how confident they feel in their ability to complete tasks, but does not strongly influence how meaningful they perceive the content to be or whether they feel they can influence their class.

It was expected that a person's self-esteem would influence her/his feelings of confidence and ability. Conceptually these two variables overlap. It is somewhat surprising that self-esteem did

not have a larger correlation with meaningfulness and was not associated with impact. Meaningfulness was operationalized as how interesting, valuable, and involved a student perceived themselves as being, which is quite similar to motivation. Liu, et al., (1992) found self-esteem and motivation to be positively associated.

Examination of the items used to measure impact may explain why self-esteem was not significantly associated with it. The items measuring impact tapped students' perceptions of whether they could influence class procedures and the instructor. The impact a student has may be a rather objective judgment that is not influenced by individual characteristics. Indeed, self-esteem may be more like an enduring trait characteristic in this context and consequently, not applicable to impacting a state variable in a short term classroom situation.

The communication based model depicted in Figure 1 was consistent with the data in this study. This causal model is based on previous research by Christophel (1990) which determined that motivation served as a mediating variable between immediacy and learning. This model was further supported with panel data and path analysis by Frymier (1994). Thomas and Velthouse (1990) conceptualized empowerment as incorporating motivation, therefore, we would expect empowerment to operate in a communication model similarly to how motivation operates.

Empowerment is a broader concept than motivation -- it encompasses motivation as well as competence (based in self-

efficacy), and student responsibility. The finding that immediacy has a positive impact on empowerment indicates that immediacy serves multiple functions in the classroom. Early research on immediacy speculated that immediacy enhanced learning because it gained students' attention (Kelley and Gorham, 1988). Later research proposed, and found some support, that immediacy not only gained students' attention but also increased students' motivation to study (Frymier, 1994). The present research indicates that teacher immediacy may also help students feel confident. The positive correlations between immediacy and impact also indicate that students perceive themselves as having more influence in the classroom with immediate teachers. This research provides additional support, and another reason, for using immediacy in the classroom.

Relevance was also found to contribute to empowerment in the model. Teacher efforts at making content relevant have recently been found to be associated with students' motivation to study (Frymier & Shulman, in press). Relevance, like immediacy, appears to have multiple functions in the classroom, influencing motivation as well as feelings of competence. Students with teachers who make content relevant also perceive themselves as having more influence in the classroom as indicated by the correlation between relevance and impact ($r=.48$, $p<.01$).

In conclusion, the results of the path analysis model demonstrate the construct validity of the empowerment instrument. Specific teacher communication behaviors that affect student

feelings of empowerment have been identified and related to learning. Future research may focus on refining the instrument and identifying other communication behaviors that influence learner empowerment.

Notes

1 The conceptual contributions of David L. Luechauer, Assistant Professor at Butler University and Sandra Schultz, former Miami University graduate student and current doctoral student at Boston College, together with the data gathering assistance of Jay Schneider, Miami University graduate student, are gratefully acknowledged.

2 Items consisted of the following: (1) I do extra reading or research in order to learn more about the topic covered in this class. (2) I see how the material covered in this class applies to my world. (3) I will remember the material covered in this class after the semester ends. (4) I will use the material covered in this class after the semester ends. (5) I am more focused on learning the material than I am on receiving a grade in this class. (6) I feel that I thoroughly understand the content presented in this class.

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Figure 1

Causal Model of Empowerment

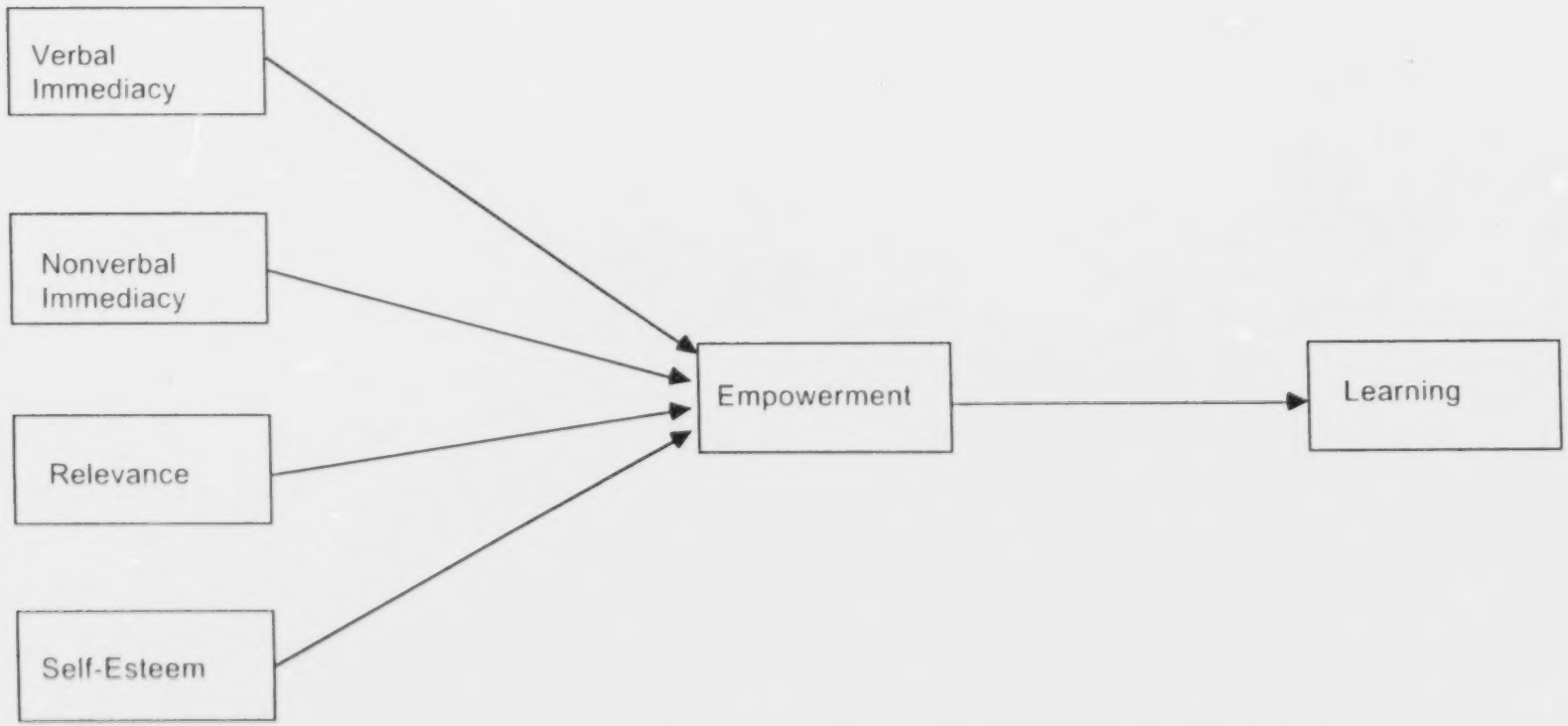


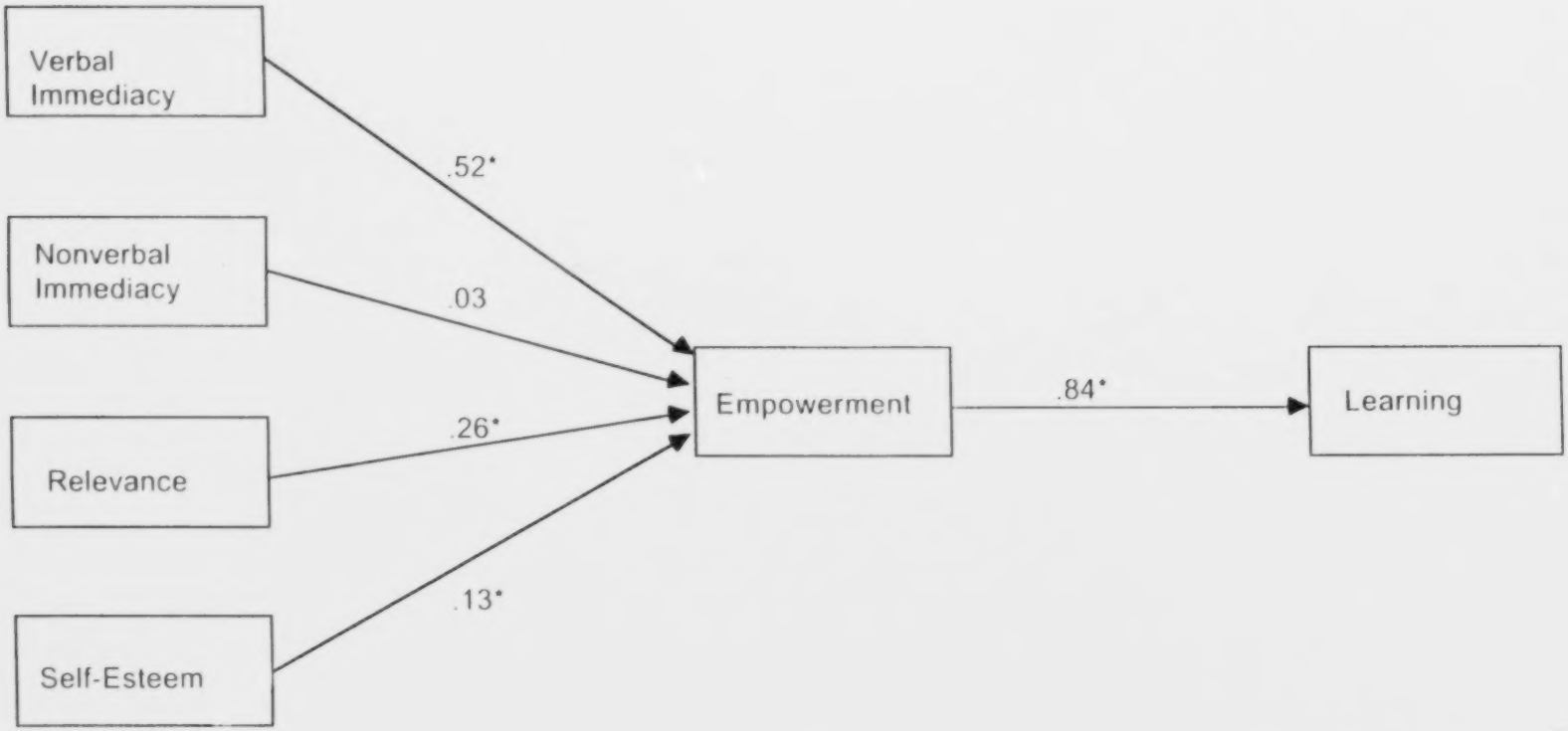
Figure 2

Learner Empowerment Instrument

1. I feel confident that I can adequately perform my duties.
2. I have the power to make a difference in how things are done in my class.
3. Class is consistent with my values.
4. My participation is important to the success of the class.
5. My instructor makes me feel inadequate.
6. I actively participate in all the tasks required of my class.
7. I typically do more work than is required by the syllabus.
8. I am overwhelmed by all the work my class requires.
9. I work hard for class because I want to, not because I have to.
10. I have a choice in the methods I can use to perform my work.
11. The tasks required in my class are personally meaningful.
12. I like to talk about what I'm doing in my class with friends or family.
13. I feel intimidated by what is required of me in my class.
14. I can make an impact on the way things are run in my class.
15. My instructor allows flexibility in the way I perform my tasks.
16. I look forward to going to my class.
17. My instructor believes that he or she must control how I do my work.
18. Expressing my own attitudes and ideas is rewarded in my class.
19. I agree with the standards I must meet in my class.
20. I possess the necessary skills to perform successfully in class.
21. My success in this class is under my control.
22. My instructor thinks he or she is always right.
23. I find my class to be exciting and energizing.
24. I have a high level of autonomy in accomplishing my work.
25. I find my class to be interesting.
26. I can be creative in the way I perform the tasks required in my class.
27. The tasks required by my class are valuable to me.
28. The tasks required by my class are valued by potential employers.
29. I agree with the meaning my instructor has for what good performance on class work is.
30. I am able to perform the necessary activities to succeed in my class.

Figure 3

Path Model of Empowerment with Path Coefficients



* $p < .05$

Table 1

Learner Empowerment Scale Factor Loadings

Item	Meaningfulness	Competence	Impact
1.		.68	
2.			.79
4.			.62
9.	.53		
11.	.64		
12.	.70		
13.		.56	
14.			.91
15.			.57
16.	.88		
19.		.55	
20.		.76	
21.		.65	
23.	.79		
25.	.86		
26.	.57		
27.	.71		
30.		.82	

Table 2

Correlations Among Variables

	1	2	3	4	5	6	7	8	9
1-Verb. Imm.	1.0								
2-Nverb. Imm.	.47*	1.0							
3-Relevance	.63*	.52*	1.0						
4-Self-Esteem	.01	.06	.09	1.0					
5-Meaningful	.58*	.43*	.59*	.09**	1.0				
6-Competence	.27*	.27*	.27*	.22*	.43*	1.0			
7-Impact	.66*	.25*	.48*	.08	.60*	.27*	1.0		
8-Empower	.64*	.42*	.59*	.15*	.93*	.65*	.76*	1.0	
9-Learning	.43*	.28*	.55*	.14*	.73*	.36*	.46*	.70*	1.0

*$p < .01$ **$p < .05$

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